

Sturgeon Cromer Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

7150 E. Silver Saddle Road, Flagstaff, AZ 86004

Flagstaff Unified District

AZ LEARNS¹

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling,
Highly Performing, Performing
or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information,
please refer to the AYP page
in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. Suzanne Christine Fonoti
Schedule : 8:15 AM to 3:30 PM
Grades : K-6
2003 Enrollment : 616
Web Address : www.flagstaff.k12.az.us/cromer/
Phone Number : (928) 773-4150
Fax Number : (928) 526-8985
E-mail : cfonoti@apscc.org

Mission

Cromer's mission is to ensure each child a quality education. We value an atmosphere of RESPECT, a SAFE and NURTURING environment and EDUCATIONAL EXCELLENCE. We provide a learning environment that enables all students to reach their full potential.

School / Academic Goals

- ü All students will increase their ability to read and comprehend in various literary forms.
- ü All students will increase their knowledge and ability to apply mathematical concepts and processes in real-world situations.

Instructional Programs

- ü Regular Education Program
- ü Full-day Kindergarten
- ü Special Education Program
- ü Talented and Gifted Program

Enrollment

October 1, 2002 School Year Student Enrollment : 656
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 8

Calendar Information

Number of Instruction Days : 182
Average Daily Instruction Time : 5 hours 15 minutes
First Day of School : 8/25/2003
Last Day of School : 6/10/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Sturgeon Cromer Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 6 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Mission/Goals
- Ü Budget
- Ü School Safety Issues
- Ü Parent/Educator Relations

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	6.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	4	1	0	0
7 to 9 years	2	1	0	0
10 or more years	22	5	0	0

Shared Responsibilities

School

Responsibilities include hiring the best teachers possible, delivering quality instruction based on the Arizona Standards and assuring the safety of all children in attendance during school hours.

Parents

Parents are responsible for the physical and emotional well-being of their children, for good attendance, and for partnering with the school in their child's education. They should voice concerns appropriately and stay informed on school issues.

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Computer Lab

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü Cromer Postal Service (Wee Deliver)
- Ü Band/Strings

Social Services

- Ü Breakfast Program
- Ü Before/After School Program
- Ü Lunch Program
- Ü Counseling Services

Transportation Policy

Cromer Elementary School is located within a rural community. This entitles any student who lives outside a half-mile radius of Cromer Elementary School to bus transportation services.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Lamp of Knowledge Awards	2001
Ü Coconino County Park Name Winners	2001

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	18	20	20	20
Transfers In ⁴ (Within District)	5	2	2	2
Transfers In ⁵ (Out of District)	7	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	70	61
Grades 3-4	69	60
Grades 4-5	57	70
Grades 5-6	74	72

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	758	75372	100	101	101	544	530	523	3	6	9	19	23	25	34	35	36	44	35	30
All Students (Prior Year)	83	781	70809	NA	NA	NA	542	526	518	3	6	11	25	23	27	22	39	35	49	32	27
Female	41	378	36901	100	101	101	546	528	524	0	7	8	17	25	25	36	33	36	47	34	31
Male	43	380	38385	100	102	101	541	532	523	5	6	9	22	20	24	32	38	36	41	37	30
African American	NC	22	3589	NC	100	96	NC	500	501	NC	11	18	NC	37	33	NC	42	33	NC	11	16
Hispanic	NC	149	29103	NC	100	99	NC	503	510	NC	15	12	NC	38	31	NC	26	36	NC	20	20
Asian/Pacific Islander	--	NC	1574	--	NC	96	--	NC	549	--	NC	3	--	NC	14	--	NC	34	--	NC	48
American Indian/Alaskan Native	12	168	5086	100	102	114	533	508	491	13	11	22	38	33	38	25	38	28	25	18	12
White	67	407	34597	100	100	98	548	545	535	2	2	4	15	15	20	33	36	38	50	46	38
Students with Disabilities	10	139	8057	100	124	99	565	529	496	0	12	23	0	24	31	0	24	28	100	39	17
Students without Disabilities	74	619	67315	100	97	101	543	530	525	3	6	8	20	23	24	35	36	37	42	35	31
Limited English Proficient Students	NC	128	16925	NC	106	112	NC	469	482	NC	34	27	NC	43	40	NC	17	26	NC	6	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	166	26325				--	524	504	--	7	15	--	24	34	--	42	33	--	27	18
Non-Economically Disadvantaged	84	592	49047				544	531	530	3	6	6	19	23	21	34	34	37	44	37	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	761	75221	100	102	101	527	526	523	0	7	8	21	17	16	52	53	56	27	23	21
All Students (Prior Year)	84	775	70860	NA	NA	NA	542	531	524	6	6	9	11	15	17	42	45	45	41	35	30
Female	41	379	36833	100	101	100	530	526	526	0	7	6	17	18	15	61	51	56	22	24	23
Male	43	382	38319	100	103	101	525	526	520	0	6	9	24	16	17	43	56	56	32	23	18
African American	NC	22	3597	NC	100	97	NC	518	510	NC	16	14	NC	5	22	NC	58	53	NC	21	11
Hispanic	NC	150	29019	NC	101	99	NC	513	513	NC	17	12	NC	27	21	NC	42	55	NC	15	13
Asian/Pacific Islander	--	NC	1572	--	NC	95	--	NC	536	--	NC	2	--	NC	9	--	NC	57	--	NC	31
American Indian/Alaskan Native	12	169	50711	100	103	114	512	511	502	0	11	20	38	28	27	50	51	46	13	10	8
White	67	407	34543	100	100	97	530	534	531	0	2	4	18	12	12	50	56	58	32	30	26
Students with Disabilities	10	142	8006	100	127	99	544	523	505	0	13	22	0	21	23	50	41	42	50	26	13
Students without Disabilities	74	619	67215	100	97	101	527	526	524	0	6	7	21	17	16	52	54	56	27	23	21
Limited English Proficient Students	NC	130	16853	NC	107	112	NC	478	489	NC	43	29	NC	37	36	NC	20	32	NC	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	168	26256				--	529	509	--	7	14	--	16	24	--	53	51	--	24	11
Non-Economically Disadvantaged	84	593	48965				527	526	528	0	6	5	21	17	13	52	53	58	27	23	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	754	73654	99	101	99	535	533	530	1	6	9	12	14	13	82	73	70	4	7	7
All Students (Prior Year)	83	763	68592	NA	NA	NA	572	551	542	0	5	9	6	9	12	61	66	63	33	19	16
Female	40	375	36239	98	100	99	544	537	537	3	7	7	8	12	11	81	71	72	8	9	10
Male	43	379	37301	100	102	98	527	530	523	0	5	12	16	16	15	84	74	68	0	5	5
African American	NC	22	3488	NC	100	94	NC	522	515	NC	21	16	NC	11	18	NC	63	62	NC	5	4
Hispanic	NC	146	28348	NC	98	96	NC	519	520	NC	13	13	NC	19	17	NC	66	65	NC	3	5
Asian/Pacific Islander	--	NC	1558	--	NC	95	--	NC	547	--	NC	3	--	NC	8	--	NC	76	--	NC	13
American Indian/Alaskan Native	12	167	4947	100	102	111	518	516	507	0	10	22	25	25	22	75	61	53	0	4	3
White	66	406	33924	99	100	96	539	543	537	2	2	5	10	10	10	83	79	75	5	9	9
Students with Disabilities	NC	138	7306	NC	123	90	NC	528	506	NC	11	24	NC	16	20	NC	68	52	NC	5	4
Students without Disabilities	74	616	66348	100	97	100	535	534	531	1	6	8	13	14	13	82	73	71	4	7	8
Limited English Proficient Students	NC	128	16422	NC	106	109	NC	486	495	NC	35	30	NC	29	27	NC	35	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	164	25711				--	535	514	--	3	16	--	17	19	--	71	61	--	9	3
Non-Economically Disadvantaged	83	590	47943				535	533	535	1	7	7	12	13	11	82	73	74	4	7	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	907	76230	100	101	101	508	513	498	5	5	12	39	33	38	13	15	12	43	46	37
All Students (Prior Year)	110	822	72888	NA	NA	NA	493	505	494	14	10	14	41	37	40	12	13	12	34	41	34
Female	46	418	37247	100	98	100	517	514	500	3	5	11	32	34	40	13	14	13	53	47	37
Male	73	486	38725	100	102	101	502	512	497	7	6	14	44	33	37	12	15	12	37	46	37
African American	NC	18	3594	NC	100	96	NC	494	476	NC	18	22	NC	29	46	NC	12	11	NC	41	21
Hispanic	NC	161	28100	NC	100	98	NC	495	482	NC	12	18	NC	41	47	NC	14	11	NC	33	24
Asian/Pacific Islander	NC	10	1447	NC	100	95	NC	500	527	NC	0	5	NC	60	26	NC	10	11	NC	30	58
American Indian/Alaskan Native	16	191	5292	100	99	113	484	498	463	17	10	31	67	40	47	0	17	8	17	34	14
White	92	511	35389	98	98	96	511	523	514	5	2	6	35	28	32	14	15	14	46	54	48
Students with Disabilities	24	173	9022	114	109	105	502	489	465	0	12	31	20	41	43	60	24	8	20	22	17
Students without Disabilities	95	734	67208	97	99	100	508	515	500	6	5	12	40	33	38	10	14	12	44	48	38
Limited English Proficient Students	12	138	14826	86	104	113	456	467	460	50	25	31	50	55	51	0	14	8	0	7	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	236	25037				--	506	477	--	8	21	--	36	47	--	14	11	--	42	21
Non-Economically Disadvantaged	119	671	51193				508	515	507	5	5	9	39	33	35	13	15	13	43	48	43

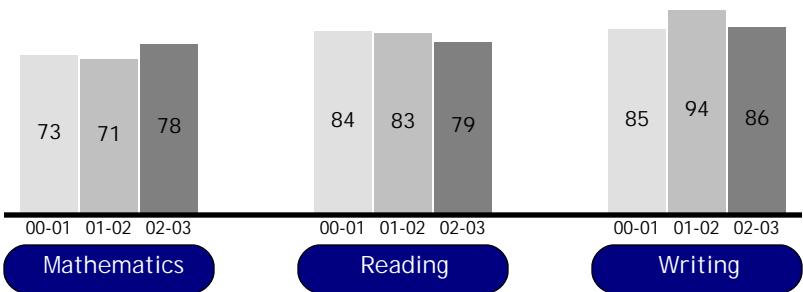
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	905	76202	99	100	101	504	510	505	9	11	19	27	22	24	57	52	46	6	16	11
All Students (Prior Year)	113	824	72779	NA	NA	NA	502	509	505	29	17	21	26	20	20	31	44	43	14	19	15
Female	46	420	37231	100	99	100	509	511	507	5	9	16	21	23	24	63	51	48	11	17	13
Male	72	482	38718	99	101	101	501	509	503	12	13	22	32	20	24	53	52	44	4	14	10
African American	NC	18	3600	NC	100	97	NC	506	497	NC	6	28	NC	31	29	NC	56	39	NC	6	5
Hispanic	NC	159	28090	NC	99	98	NC	504	497	NC	20	28	NC	28	30	NC	37	37	NC	15	5
Asian/Pacific Islander	NC	10	1443	NC	100	95	NC	503	515	NC	20	9	NC	20	19	NC	50	53	NC	10	19
American Indian/Alaskan Native	15	191	5311	94	99	113	492	498	491	33	24	38	33	26	31	33	42	28	0	8	3
White	93	513	35371	99	99	96	506	515	512	8	6	10	23	18	20	62	58	54	8	18	16
Students with Disabilities	23	172	9097	110	109	106	505	502	493	0	16	39	20	21	27	80	58	29	0	5	5
Students without Disabilities	95	733	67105	97	99	100	504	510	506	10	11	18	28	22	24	56	51	47	7	16	12
Limited English Proficient Students	11	137	14780	79	103	113	495	490	486	50	47	50	0	23	32	50	28	18	0	2	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	236	24961				--	502	495	--	19	32	--	24	30	--	47	34	--	9	4
Non-Economically Disadvantaged	118	669	51241				504	512	509	9	9	14	27	21	22	57	53	51	6	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	897	74692	100	100	99	509	512	502	12	10	18	22	25	27	59	57	47	7	8	8
All Students (Prior Year)	102	792	70710	NA	NA	NA	506	526	512	17	10	17	34	23	26	37	46	42	12	21	16
Female	46	415	36710	100	98	99	522	518	509	8	7	14	18	25	26	61	59	50	13	9	10
Male	73	479	37742	100	101	98	500	506	495	14	13	22	25	25	28	58	55	44	4	7	6
African American	NC	17	3516	NC	94	94	NC	503	487	NC	27	26	NC	27	31	NC	40	39	NC	7	4
Hispanic	NC	158	27492	NC	98	96	NC	495	486	NC	18	27	NC	36	32	NC	41	38	NC	5	4
Asian/Pacific Islander	NC	10	1428	NC	100	94	NC	499	528	NC	20	8	NC	0	20	NC	80	54	NC	0	18
American Indian/Alaskan Native	15	190	5166	94	98	110	467	492	470	33	20	39	33	36	32	33	41	27	0	3	2
White	93	508	34785	99	98	94	515	524	517	9	5	10	20	19	23	62	66	56	9	10	11
Students with Disabilities	24	169	8428	114	107	98	508	499	472	0	11	38	20	32	30	80	55	29	0	3	3
Students without Disabilities	95	728	66264	97	98	99	509	513	503	12	10	17	22	25	27	58	57	48	8	8	8
Limited English Proficient Students	12	137	14363	86	103	109	448	462	459	50	44	47	0	33	34	50	23	19	0	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	NC	233	24507				NC	501	480	NC	13	31	NC	31	33	NC	54	33	NC	3	3
Non-Economically Disadvantaged	118	664	50185				509	515	511	12	10	13	22	23	24	59	58	53	7	9	10

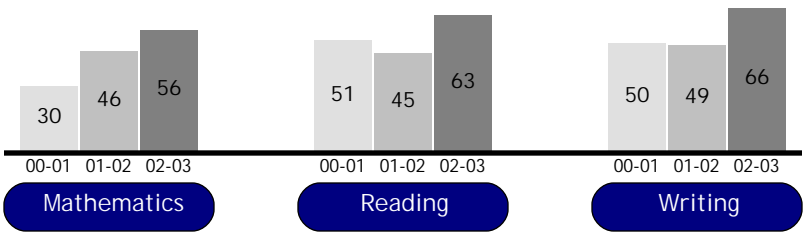
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	78	72	61	53	89	61	49	44	93	65	56	50
	Language	82	63	52	45	89	57	45	39	99	50	47	43
	Mathematics	82	79	65	56	89	74	58	52	97	72	64	57
3	Reading	91	66	61	50	87	70	51	43	100	64	53	47
	Language	91	61	61	55	87	73	56	50	99	70	59	54
	Mathematics	90	77	62	53	87	80	58	50	100	70	60	54
4	Reading	80	67	66	55	100	57	56	47	99	72	60	52
	Language	83	58	58	50	100	49	50	45	99	63	53	48
	Mathematics	83	70	65	56	100	70	60	52	99	77	64	57
5	Reading	100	59	57	51	100	51	54	46	96	61	59	50
	Language	100	48	51	46	100	42	48	43	95	54	53	46
	Mathematics	100	61	60	56	100	64	62	54	95	71	67	57
6	Reading	97	64	61	54	100	61	60	49	97	58	63	53
	Language	98	59	54	46	100	56	53	42	97	58	56	45
	Mathematics	98	77	70	61	100	73	69	58	97	70	73	62

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Cromer has a strict discipline policy that is fair, consistent and communicated to all. Visitors are screened at office and issued passes. Teacher-supervised playground. Students participate in DARE and Red Ribbon Week. Social skills are emphasized.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Suzanne C. Fonoti	(928) 773-4150
Transportation Policy	Fred Fennell	(928) 773-4171
Community Resources	Joe Rauschenbach	(928) 526-1265
School Nutrition Programs	Vicky Dolan	(928) 773-4156
Parent Organization	Michelle Hill	(928) 526-3167
Student Health/Nurse	Victoria Apple	(928) 773-4152

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards